

Teaching Dossiers: **A Kaleidoscope of Divergent Reflection**

Veronika Mogyorody and Jessica Raffoul

Workshop Goals

Goals

- Identify areas of tension with Teaching Dossiers (TDs) [development and assessment]
- Brainstorm strategies to support and assess TDs
- Consider Uwindsor's approach to TDs



Scholarship

Defined using four domains:

discovery
integration
application
teaching
[engagement]



(Boyer EL. 1990; 1996)

Assumptions of Scholarship

All forms of scholarship should be:

- 1) peer reviewed
(evaluated by academic colleagues)
- 2) based on the impact of new knowledge
and the development of understanding
- 3) effectively communicated

Ideal



Reality

Professorial Paradox of Scholarship

Teaching,
Research,
and Service
are imperative

BUT...

Scholarship
of Research
has been
rewarded



**How we value teaching
determines what we evaluate.**

Why are we evaluating teaching?

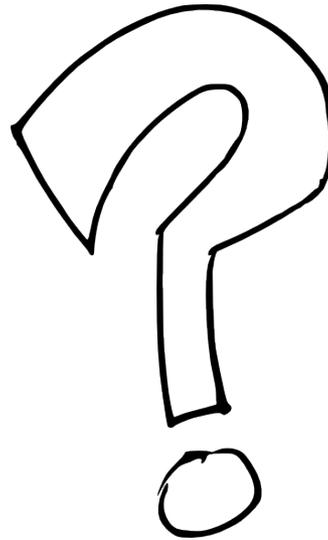
What are we evaluating?



Purpose for Evaluating Teaching

Formative

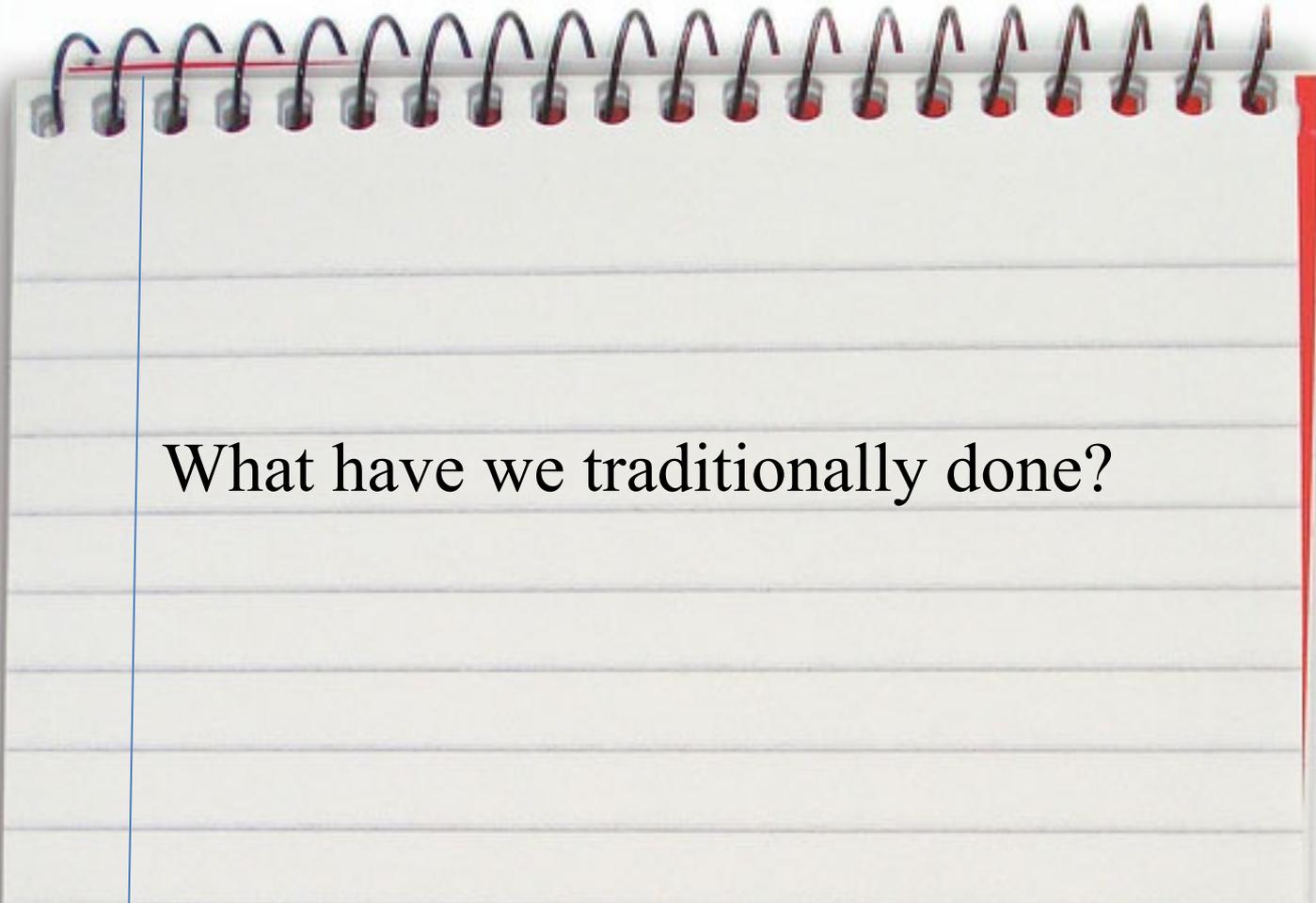
Where and how can it be improved?



Summative

Just how good is the teaching?

How do we evaluate teaching?



What have we traditionally done?



Demystifying the Process

Expectations

Promote:

Transparency

Equity/ Fairness

Efficacy

Characteristics

Structured:

Organized/ Complete

Creative [Personal Voice]

Representative:

Comprehensive

Living Document

Selective:

Concise

Quality not Quantity



Teaching Dossier

Started

- Reflective spirit
- Formative evaluation
- Improving teaching effectiveness

Moving to

- Summative review process
- Defined by University policy
- Implemented by administrative oversight
- Assisted by T&L Centres



**What are the challenges in
moving from a formative tool
to both - a formative
and summative tool?**

Messy



Depts/ Faculties/ University

⇒ Defined standards - Assessment

- Measurable
- Valid/Reliable
- Flexible
- Practical



Individual Faculty Members

⇐ Presenting their best case

- Appropriate Documentation
- Reflection
- Delineating Evidence
- Creating Meaning



The Audience

Who wants to know?

Search Committee (Internal – Discipline Specific)

Review Committee (Internal/External –
Discipline/Non-Discipline Specific)

University Community (Internal/External – Students,
Colleagues, CTL, Awards, PR)



Making the Private ⇔ Public

-Filled with: anxiety, trepidation, dread
frightening, threatening
intimidating



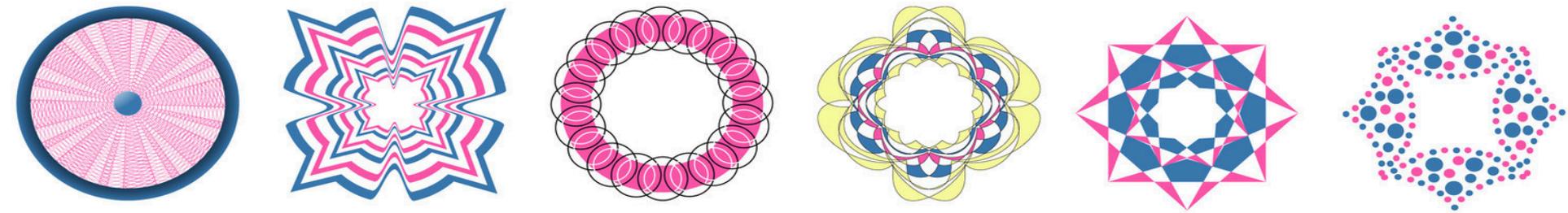
How do we create an environment that is:

- interested**
- responsive**
- supportive**



Strategies to: better support and assess teaching dossiers

- **Assessment Tools**
- **Production, Time and Investment**
- **Support**
- **Value**



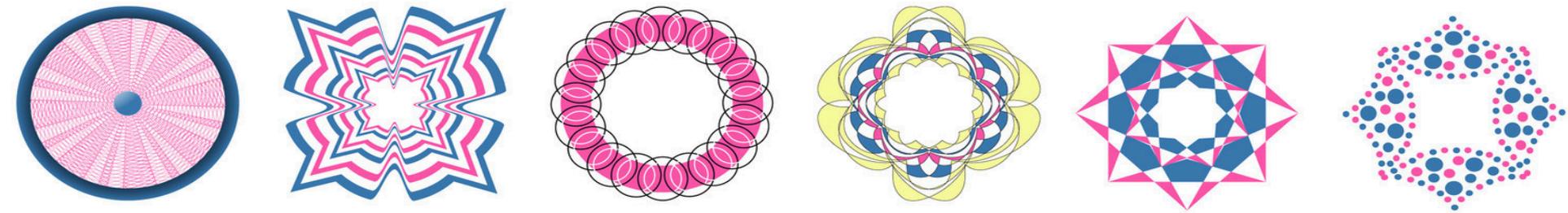
University of Windsor Strategies:

- Workshops
- Consultations
- Teaching Dossier Academy
- Educational Leadership Development
 - Distributed Leadership
 - Network
- Faculty Mentorship
- Teaching Evaluation Framework



Windsor's Teaching Dossier Academy

- Structure:**
- overview of teaching dossiers
 - daily one-on-one interaction with mentor (CTL/faculty)
 - sharing personal experiences
 - development of draft dossier
 - graduation ceremony and awarded certificate



University of Windsor Strategies:

- Workshops
- Consultations
- Teaching Dossier Academy
- Educational Leadership Development
 - Distributed Leadership
 - Network
- Faculty Mentorship
- Teaching Evaluation Framework



**University
of Windsor**

Veronika Mogyorody

mogy@uwindsor.ca

Jessica Raffoul

jraffoul@uwindsor.ca

Centre for Teaching and Learning

www.uwindsor.ca/ctl